

(c) **DATA COLLECTION.**—An eligible institution that receives a grant, contract, or cooperative agreement under section 2 shall provide the Office with any relevant institutional statistical or demographic data requested by the Office.

(d) **INFORMATION DISSEMINATION.**—The Director shall convene an annual meeting of eligible institutions receiving grants, contracts, or cooperative agreements under section 2 for the purposes of—

(1) fostering collaboration and capacity-building activities among eligible institutions; and

(2) disseminating information and ideas generated by such meetings.

#### SEC. 5. MATCHING REQUIREMENT.

The Director may not award a grant, contract, or cooperative agreement to an eligible institution under this Act unless such institution agrees that, with respect to the costs to be incurred by the institution in carrying out the program for which the grant, contract, or cooperative agreement was awarded, such institution will make available (directly or through donations from public or private entities) non-Federal contributions in an amount equal to ¼ of the amount of the grant, contract, or cooperative agreement awarded by the Director, or \$500,000, whichever is the lesser amount. The Director shall waive the matching requirement for any institution or consortium with no endowment, or an endowment that has a current dollar value lower than \$50,000,000.

#### SEC. 6. LIMITATIONS.

(a) **IN GENERAL.**—An eligible institution that receives a grant, contract, or cooperative agreement under this Act that exceeds \$2,500,000, shall not be eligible to receive another grant, contract, or cooperative agreement under this Act until every other eligible institution that has applied for a grant, contract, or cooperative agreement under this Act has received such a grant, contract, or cooperative agreement.

(b) **AWARDS ADMINISTERED BY ELIGIBLE INSTITUTION.**—Each grant, contract, or cooperative agreement awarded under this Act shall be made to, and administered by, an eligible institution, even when it is awarded for the implementation of a consortium or joint project.

#### SEC. 7. ANNUAL REPORT AND EVALUATION.

(a) **ANNUAL REPORT REQUIRED FROM RECIPIENTS.**—Each institution that receives a grant, contract, or cooperative agreement under this Act shall provide an annual report to the Director on its use of the grant, contract, or cooperative agreement.

(b) **EVALUATION BY DIRECTOR.**—The Director, in consultation with the Secretary of Education, shall—

(1) review the reports provided under subsection (a) each year; and

(2) evaluate the program authorized by section 3 on the basis of those reports every 2 years.

(c) **CONTENTS OF EVALUATION.**—The Director, in the evaluation, shall describe the activities undertaken by those institutions and shall assess the short-range and long-range impact of activities carried out under the grant, contract, or cooperative agreement on the students, faculty, and staff of the institutions.

(d) **REPORT TO CONGRESS.**—The Director shall submit a report to the Congress based on the evaluation. In the report, the Director shall include such recommendations, including recommendations concerning the continuing need for Federal support of the program, as may be appropriate.

#### SEC. 8. DEFINITIONS.

In this Act:

(1) **ELIGIBLE INSTITUTION.**—The term “eligible institution” means an institution that is—

(A) a historically Black college or university that is a part B institution, as defined in section 322(2) of the Higher Education Act of 1965 (20 U.S.C. 1061(2)), an institution described in section 326(e)(1)(A), (B), or (C) of that Act (20 U.S.C. 1063b(e)(1)(A), (B), or (C)), or a consortium of institutions described in this subparagraph;

(B) a Hispanic-serving institution, as defined in section 502(a)(5) of the Higher Education Act of 1965 (20 U.S.C. 1101a(a)(5));

(C) a tribally controlled college or university, as defined in section 316(b)(3) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)(3));

(D) an Alaska Native-serving institution under section 317(b) of the Higher Education Act of 1965 (20 U.S.C. 1059d(b));

(E) a Native Hawaiian-serving institution under section 317(b) of the Higher Education Act of 1965 (20 U.S.C. 1059d(b)); or

(F) an institution determined by the Director, in consultation with the Secretary of Education, to have enrolled a substantial number of minority, low-income students during the previous academic year who received assistance under subpart I of part A of title IV of the Higher Education Act of 1965 (20 U.S.C. 1070a et seq.) for that year.

(2) **DIRECTOR.**—The term “Director” means the Director of the National Science Foundation.

(3) **MINORITY BUSINESS.**—The term “minority business” includes HUBZone small business concerns (as defined in section 3(p) of the Small Business Act (15 U.S.C. 632(p))).

#### SEC. 9. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to the Director of the National Science Foundation \$250,000,000 for each of the fiscal years 2004 through 2008 to carry out this Act.

By Mrs. BOXER.

S. 197. A bill to amend the Elementary and Secondary Education Act of 1965 to establish a program to help States expand the education system to include at least 1 year of early education preceding the year a child enters kindergarten; to the Committee on Health, Education, Labor, and Pensions.

Mrs. BOXER. Mr. President, today I am reintroducing the Early Education Act. This bill will enable millions of children to be prepared when they begin their academic careers.

In 1989, the Nation's governors established a goal that all children would have access to high quality prekindergarten programs by the year 2000. It is now the year 2003, and this goal is far from being met.

Of the nearly 8 million 3- and 4-year-olds that could be in early education, fewer than half are enrolled in an early education program.

The result is that too many children come to school ill-prepared to learn. They lack language skills, social skills, and motivation. Almost all experts now agree that an early education experience is one of the most effective strategies for improving later school performance.

Researchers have discovered that children have a learning capacity that can and should be developed at a much earlier age than was previously thought. The National Research Council reported that prekindergarten educational opportunities are necessary if children are going to develop the lan-

guage and literacy skills needed to read.

Furthermore, studies have shown that children who participate in pre-kindergarten programs are less likely to be held back a grade, show greater learning retention and initiative, have better social skills, are more enthusiastic about school, and are more likely to have good attendance records.

For every dollar invested in early education, about 7 dollars are saved in later costs.

My bill, the Early Education Act, would create a demonstration project in at least 10 States that want to provide one year of prekindergarten early education in the public schools. There is a 50 percent matching requirement, and the \$300 million authorized under this bill would be used by States to supplement—not supplant—other Federal, State or local funds.

Our children need a solid foundation that builds on current education system by providing them with early learning skills. I urge my colleagues to support this legislation.

#### STATEMENTS ON SUBMITTED RESOLUTIONS

SENATE CONCURRENT RESOLUTION 2—EXPRESSING THE SENSE OF THE CONGRESS THAT THE UNITED STATES POSTAL SERVICE SHOULD ISSUE COMMEMORATIVE POSTAGE STAMPS HONORING AMERICANS WHO DISTINGUISHED THEMSELVES BY THEIR SERVICE IN THE ARMED FORCES

Mr. CORZINE (for himself and Mr. WARNER) submitted the following concurrent resolution; which was referred to the Committee on Governmental Affairs:

#### S. CON. RES. 2

Whereas the United States Postal Service honored four distinguished American soldiers when it issued its Distinguished Soldiers commemorative postage stamps on May 3, 2000;

Whereas such stamps not only paid tribute to the patriotism and uncommon valor of those brave soldiers, but also served as a lasting tribute to the men and women of the Army who have dedicated their lives to the defense of our country; and

Whereas it is only fitting that similar recognition be given with respect to the other branches of the armed forces: Now, therefore, be it

*Resolved by the Senate (the House of Representatives concurring), That—*

(1) commemorative postage stamps should be issued by the United States Postal Service honoring Americans who distinguished themselves by their service in the Navy, Air Force, Marine Corps, and Coast Guard, respectively; and

(2) the Citizens' Stamp Advisory Committee should recommend to the Postmaster General that such stamps be issued.

Mr. WARNER. Mr. President, I join my colleague from New Jersey, Senator CORZINE, in support of a series of commemorative postage stamps to

honor the distinguished members of our armed services.

As a veteran of World War II and Korea, I know firsthand the hardships of war. It certainly does provide a deeper appreciation for life and the struggles faced by the men and women who serve in our uniformed services. I also appreciate just how critical it is for our military personnel to be appropriately trained, well-equipped, and fairly compensated, both in times of peace and hostilities, for protecting the freedoms we enjoy as Americans.

In May of 2000, a series of four stamps were issued by the United States Postal Service to acknowledge several distinguished leaders of the United States Army. This Resolution maintains that this honor should be extended to recognize the accomplishments of notable service members of the United States Navy, United States Marine Corps, United States Air Force and the United States Coast Guard.

I take great pride in representing military personnel and the veterans of our great nation and I am pleased to support this admirable initiative.

Mr. CORZINE. Mr. President, I rise today to submit a resolution calling on the United States Postal Service to issue commemorative postage stamps honoring distinguished servicemen and servicewomen from the Navy, Marine Corps, Air Force, and Coast Guard.

On May 3, 2000 the United States Postal Service formally recognized four distinguished Army soldiers with "Distinguished Soldiers" commemorative postage stamps. These stamps serve as an important tribute to the patriotism and uncommon valor of four individual soldiers who risked life and limb in defense of liberty. Clearly, as our military is being mobilized for possible military action, these stamps serve as a timely recognition of the sacrifice made by our Army personnel to defend the democratic values that we hold dear.

To date, however, there has been an unfortunate, but easily remediable oversight: the Postal Service has issued a set of four stamps recognizing the accomplishments of individual U.S. Army soldiers, but has not followed through with similar stamp series commemorating the profound contributions of individual members of the armed forces from the Marines, the Navy, the Air Force, and the Coast Guard.

Recognizing all the branches of our Armed Forces is long overdue. Men and women from all the military services deserve recognition for the risks they have taken and the sacrifices they have made for the freedom we all enjoy. As Mr. Einar Dyhrkopp, then Chairman of the Postal Service Board of Governors stated in May 2000, at the dedication ceremony for the block of four stamps commemorating the valor of individual "Distinguished Soldiers," "By doing their duty, they brought honor to us all and helped preserve this country that we love. Now it's time for the na-

tion to do its duty and honor these distinguished soldiers."

It is a mistake to pay tribute to one service without similar tributes to the other services. The Postal Service should issue similar four-stamp sets recognizing the military accomplishments of individual members of the Air Force, the Marines, the Navy and the Coast Guard soon to redress this lamentable omission.

I am sure that each member of Congress can think of at least one military hero who deserves this special recognition. For instance, I have long felt that a stamp commemorating the courageous service of Gunnery Sergeant John Basilone would be a fitting memorial to a great Marine.

Raised in Raritan, NJ, Basilone, enlisted in the U.S. Army soon after his 18th birthday. Shortly thereafter, he was deployed to the Philippines where he earned a nickname that would stick with him for the rest of his career: "Manila John."

Following his tour of duty in 1937, Basilone returned to Raritan. But he wouldn't stay there long. In July 1940, with much of Europe at war and the United States on the brink, "Manila John" left New Jersey, enlisting in the military once again, this time joining the United States Marine Corps.

On October 24, 1942, Basilone earned his Congressional Medal of Honor. He was sent to a position on the Tenaru River at Guadalcanal and placed in command of two sections of heavy machine guns. Sergeant Basilone and his men were charged with defending Henderson Airfield, an important American foothold on the island. Although the Marine contingent was vastly outnumbered and without needed support, Basilone and his men successfully repelled a Japanese assault.

Other survivors reported that their success can be attributed to one man: "Manila John." He crossed enemy lines to replenish a dangerously low stockpile of ammunition, repaired artillery pieces, and steadied his troops in the midst of torrential rain. He went several days and nights without food or sleep, and the U.S. military was able to carry the day. His exploits became Marine lore, and served as a patriotic inspiration to others facing daunting challenges in the midst of war.

For his courage under fire and profound patriotism, Basilone was the first enlisted Marine to be awarded the Congressional Medal of Honor in World War II. When he returned to the United States, he was heralded as a hero and quickly sent on tour around the country to help finance the war through the sale of war bonds. The Marine corps offered to commission Basilone as an officer and station him far away from the frontlines.

But Basilone was not interested in riding out the war in Washington, DC. He was quoted as saying, "I ain't no officer, and I ain't no museum piece. I be-long back with my outfit." In December 1944, he got his wish and returned to the frontlines.

General Douglas MacArthur called him "a one-man army," and on February 19, 1945 at Iwo Jima, Basilone once again lived up to that reputation. Basilone destroyed an enemy stronghold, a blockhouse on that small Japanese island and commanded his young troops to move the heavy guns off the beach. Unfortunately, less than two hours into the assault on that fateful day in February, Basilone and four of his fellow marines were killed when an enemy mortar shell exploded nearby.

When Gunnery Sergeant John Basilone died, he was only 27, but he had already earned the Congressional Medal of Honor, the Navy Cross, the Purple Heart, and the appreciation of his Nation. Basilone is a true American patriot whose legacy should be preserved.

Basilone is just one of the many heroes who deserve to be memorialized on a U.S. postage stamp. That is why the Military Coalition, a group that includes associations representing every aspect of our Armed Forces community, from the Reserve Officers Association to the Veterans of Foreign Wars, has endorsed the initiative to see commemorative stamps issued honoring exceptional service men and women from all branches of the military.

The Postal Service fittingly honored courageous men and women who fought in the Army by issuing stamps commemorating the tremendous sacrifice and unusual courage demonstrated by individual distinguished soldiers. Now it is time for Marines like Sergeant Basilone, and men and women from the Air Force, the Coast Guard, and the Navy to be honored in a similar fashion.

I strongly urge my colleagues to support this resolution as an important message to all our military servicemen and women that we appreciate and admire their efforts to defend our great country.

#### AMENDMENTS SUBMITTED & PROPOSED

SA 35. Mr. KENNEDY submitted an amendment intended to be proposed by him to the joint resolution H.J. Res. 2, making further continuing appropriations for the fiscal year 2003, and for other purposes; which was ordered to lie on the table.

SA 36. Mr. BYRD proposed an amendment to the joint resolution H.J. Res. 2, *supra*.

SA 37. Mr. BUNNING (for himself and Mr. BINGAMAN) submitted an amendment intended to be proposed by him to the joint resolution H.J. Res. 2, *supra*; which was ordered to lie on the table.

SA 38. Mr. BUNNING submitted an amendment intended to be proposed by him to the joint resolution H.J. Res. 2, *supra*; which was ordered to lie on the table.

SA 39. Mrs. MURRAY submitted an amendment intended to be proposed by her to the joint resolution H.J. Res. 2, *supra*; which was ordered to lie on the table.

SA 40. Mr. REED (for himself, Mr. DURBIN, Mr. KENNEDY, Mr. LEVIN, Ms. CANTWELL, Mr. CORZINE, Mr. JEFFORDS, and Mr. BINGAMAN)